7A Action

Professional Services Committee

Program Approval and Initial Accreditation

Executive Summary: This agenda item presents three single subject matter programs and two induction programs for Commission approval.

Recommended Action: That the Commission approve the three single subject matter programs and the two induction programs.

Presenters: Helen Hawley, Consultant, and Karen Sacramento, Consultant, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators.

- Sustain high quality standards for the preparation of professional educators.
- Sustain high quality standards for the performance of credential candidates.

Program Approval and Initial Accreditation

Introduction

This agenda item presents three single subject matter programs submitted by institutions of higher education for single subject matter program approval and two induction programs submitted by local education agencies for induction program approval.

Recommendation for Approval of Single Subject Matter Programs

Background

The Commission regularly receives recommendations for program approval from single subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination as to whether the program meets the standards common to all subject matter programs and subject specific subject matter standards. The subject specific subject matter standards are closely aligned to the K-12 academic standards. These programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, in some cases they are completed concurrently with teacher preparation programs.

Subject Matter Program Review Procedures

Following are the general procedures for the review of subject matter programs:

- Technical Assistance After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission's website. Staff members train, assign, and coordinate review teams.
- 2. Preconditions Review After the program proposal is received, Commission staff review the sponsor's response to the preconditions. The preconditions are based on both state laws and Commission policies, and address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
- 3. Program Review –The program sponsor's responses to the Commission's subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the subject matter requirements (SMRs). The SMRs are the content knowledge required to be covered in the program and are aligned to the K-12 content standards that the candidate will be expected to know. The reviewers are trained in the alignment of the standards and subject matter requirements and in the review process before they are assigned proposals to review.

Reviewers are instructed to find explicit evidence that programs not only align with K-12 content standards but also introduce their candidates to those standards within the context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program is recommended to the Commission for approval.

4. After subject matter program approval is granted by the Commission, the institution may accept candidates in the approved subject matter program. Graduates of a Commission-approved single subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (CSET).

This report presents three single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by the appropriate review panel and are recommended to the Commission for approval.

Summary Information on the Single Subject Matter Programs

San Jose State University: Mathematics

Secondary school teacher candidates represent one of the major populations of students that the San Jose State University (SJSU) Mathematics Department serves; thus future teachers are of primary concern in the considerations of curriculum and program development and revision. The program philosophy is that an effective mathematics teacher must have a deep, broad and connected understanding of mathematics. Students are expected to master logical thinking and understand mathematics so that they can use it in their future lives and careers. The SJSU mathematics program infuses the use of technology throughout the program, including sophisticated graphing calculation, software problem solving, and computer programming as a mathematical function. A capstone course provides the context for secondary school mathematics teaching with an emphasis on inductive reasoning.

The goals of the program are to (1) develop prospective teachers' depth and breadth of mathematical content knowledge; (2) expose prospective teachers to the wide spectrum of mathematical processes as stated in the K-12 California student content standards; and (3) provide multiple, varied learning experiences that support and encourage a broad perspective of what it means to learn and teach mathematics to all students. The program achieves these goals through 49-51 units of mathematics course work which incorporates inductive and deductive reasoning; problem solving; written, oral and graphical communication of mathematical ideas; and connections within mathematics and between mathematics and other disciplines.

The program's stated learning outcomes are:

1. the ability to read mathematics with understanding and communicate mathematical ideas with clarity and coherence;

- 2. the ability to reason logically to conclusions including using precise definitions and various forms of logical arguments;
- 3. the ability to perform standard mathematical computations; and
- 4. the ability to use technology to solve mathematical problems.

California Lutheran University: Mathematics

The goal of the mathematics program at California Lutheran University is to develop self-confident mathematical thinkers and communicators with a life-long desire for learning. Within this framework the subject matter preparation program is specifically designed to ensure that students attain the background and competence necessary to teach mathematics in public secondary schools. Taking into consideration the K-12 student content standards in mathematics, the program employs the aggregate input of all mathematics department members in collaboration with specialists in the School of Education. Candidates are required to complete two diverse field experiences in K-12 classrooms to establish their goal for becoming teachers and connections to middle school and high school curriculum are made within each course when materials are introduced.

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The program prepares candidates to achieve the following outcomes:

- Understand and use mathematics as a way of thinking and framing issues
- Apply mathematical concepts and methods to a wide variety of situations and problems
- Communicate mathematics to others
- Use appropriate technology to analyze, resolve and understand mathematical issues
- Possess the self-confidence and enthusiasm to make a life-long commitment to the learning and sharing of mathematical ideas

The program promotes these outcomes through collaborative learning models, technology-intensive connected course work, theory and real life applications, strong writing opportunities, proof-based instruction, and student-faculty research. The curriculum consists of 9 core math courses (34 units) and 5 (20-22 units) breadth courses in mathematics and related subjects such as chemistry, physics, and computer programming.

California State University, Long Beach: Languages Other Than English (Spanish)

The mission of the CSULB Subject Matter Program in Spanish is to teach Spanish to future high school Spanish teachers. To accomplish its goal of preparing teachers, the program is designed to provide greater understanding of the Spanish world through study of the Spanish language, culture, literature, film, music, and the arts. This knowledge is imparted to serve and connect with the diverse and unique language and cultural backgrounds of CSULB's students. In particular, Spanish majors receive professional preparation to embark on a career in the teaching of Spanish in the pubic schools aligned to the K-12 California Framework. The CSULB Spanish subject matter program has been articulated with K-12 standards for the study of languages other than English to provide continuity in the teaching and learning of subject matter content.

In keeping with the mission the CSULB Spanish program requires 39 upper division semester units of Spanish language and literature courses as well as 16 units of a second foreign language which provides additional rigor to candidates' language skills. Students are required to write

lesson plans and units in response to framework-aligned academic knowledge and content specific instructional practices, with students guided to create framework-aligned benchmarks (standards-based outcomes), and scenarios with the components of the Language Learning Continuum (functions, contexts, content, text-types and expectations for accuracy). Those framework-aligned components include: objectives, exploratory activities, listening/reading selections, analysis/discovery of grammar, meaningful and personalized guided practice, integrative application and extension, and evaluation.

A Spanish teacher trained by the CSULB Spanish Program will be able to manage a language curriculum based on:

- communication skills in spoken and written Spanish;
- cultural knowledge of Spain and Latin America and its people, including history, literature, and social norms;
- the study of the language system within its cultural context;
- activities that promote the development of proficiency and critical thinking skills;
- successful language learning strategies;
- interesting and challenging topics from other subject areas; and
- the use of new technologies to facilitate language functions.

Recommendation for Approval of Professional Teacher Induction Programs

Background

Passage of SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) resulted in significant reforms in California's teacher preparation and credentialing system designed to improve the preparation of K-12 teacher candidates. One of the most notable changes was the creation of a two-tiered teaching credential that established the completion of a standards-based induction program as a path toward the Professional Clear Credential for the Multiple and Single Subject credentials.

As a result, the Commission on Teacher Credentialing adopted the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* in March 2002. These standards established the expectations of the Commission, the California State Board of Education, and the state Superintendent of Public Instruction for the Beginning Teacher Support and Assessment (BTSA) induction programs and alternative induction programs sponsored by a college or university. The Commission on Teacher Credentialing and the California Department of Education jointly administer the BTSA Induction Program. The two agencies continue to work collaboratively through a single review process for programs submitting documentation for initial approval as a program of professional teacher induction under SB 2042.

Induction Program Review Procedures

Following are the general procedures for the review of new Induction Programs:

- 1. Technical Assistance-Working together, Commission staff members, California Department of Education Staff, and BTSA Induction Cluster Regional Directors provide direct technical assistance to program sponsors wishing to submit documents in response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. Technical assistance is provided through meetings with program sponsors to provide initial information on responding to the standards as well as ongoing meetings and communications via e-mail, telephone, and conference calls to provide assistance to the program sponsors during the writing process.
- 2. Program Review-The program review process for each response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* is a collaborative review process by Professional Services Division staff, California Department of Education staff and BTSA Induction Cluster Region Directors, the external induction program experts in the region. Professional Services staff work with the program during the review period, communicating with them the findings from the review of their program proposals, and providing technical assistance as needed to assist the program as it responds to reviewer feedback and requests for information.

Induction Programs Submitted for Consideration

This report presents the Dos Palos Oro Loma Joint Unified School District (DPOLJUSD) Professional Beginning Teacher Support and Assessment Induction Program and The Orange County High School of the Arts (OCHSA) Professional Beginning Teacher Support and Assessment Teacher Induction Program which have both been deemed to have met all of the Standards of Quality and Effectiveness for Professional Teacher Induction Programs (http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf by the appropriate review panel and, as such, are recommended to the Commission for approval.

Summary Information on the Professional Teacher Induction Programs Recommended for Approval

The <u>Dos Palos Oro Loma Joint Unified School District</u> is the sole sponsor for the Dos Palos Oro Loma Joint Unified School District Professional Beginning Teacher Support and Assessment Induction Program, which will operate as a single district induction program.

The DPOLJUSD is a very rural district of 2676 students located in the central area of California in the San Joaquin Valley. The school district employs 150 teachers in grades Pre-Kindergarten through 12th. The student demographics of DPOLJUSD include 76% low income students and 34% second language learners. The district's geographic area is very large, with some students riding the bus for 1½ hours each way to school. The teacher retention rate within the district is low, as the distance from a larger city where many teachers reside is lengthy. This impacts the new teacher's ability to meet the requirements for the clear credential and continue with

professional development activities. With a local Professional Beginning Teacher Support and Assessment Induction Program, the DPOLJUSD teachers will have high accessibility to the training required.

The DPOLJUSD works with a number of partnering agencies to assist in the Professional Beginning Teacher Support and Assessment Induction Program. These agencies and institutions of higher education include: California State University, Fresno, Fresno Pacific University, University of California, Santa Cruz Education, and Merced County Office of Education.

The DPOLJUSD Professional Beginning Teacher Support and Assessment Induction Program anticipates enrollment of approximately18-22 during the 2007-2008 school year. The program will implement the FAS formative assessment system from University of California, Santa Cruz New Teacher Center to train and assist new teachers and support providers.

The Orange County High School of the Arts (OCHSA) is an Independent Charter School serving approximately 1300 7th through 12th grade students in the southern California region. In 2000, OCHSA opened its doors to serve artistically talented students while providing a rigorous college preparation academic program. Within its 7 years of existence, OCHSA has been named a California Distinguished School, a NCLB National Blue Ribbon School, and the International NETWORK of Schools for the Advancement of Arts Education's 2006 Exemplary School Award recipient.

As an independent charter school, OCHSA is sponsored by Santa Ana Unified School District which has the responsibility of auditing all state and federally funded programs within OCHSA. OCHSA serves as a separate Local Education Agency and answers directly to the state for testing, curriculum requirements, and funding. The Orange County High School of the Arts Professional Beginning Teacher Support and Assessment Teacher Induction Program also partners with California State University, Bakersfield and the Orange County Department of Education.

At the outset, OCHSA was able to hire teachers committed to the artistic and academic excellence of the students. OCHSA is committed to the training and support of these teachers. During 2007-2008 the Orange County High School of the Arts Professional Beginning Teacher Support and Assessment Teacher Induction Program will serve 17 teachers participating in the program and implement the CFASST formative assessment system to support new teachers. Through the Orange County High School of the Arts Professional Beginning Teacher Support and Assessment Teacher Induction Program, OCHSA strives to strengthen its teachers in the unique needs of the artistic student, while at the same time ensuring teachers' competence and excellence in all of the Induction standards in order to assist all teachers in becoming highly effective practitioners across varied teaching environments.

Recommendations

Single Subject Matter Programs

Staff recommends approval of the following single subject matter programs at the following institutions:

- San Jose State University: Mathematics
- California Lutheran University: Mathematics
- California State University, Long Beach: Languages Other Than English (Spanish)

Based on the review of responses to the appropriate *Standards of Quality and Effectiveness for Subject Matter Programs*, the sponsors have been deemed to meet the requirements for approval. Granting program approval to the program sponsors will allow the institutions to begin operation of the respective SB 2042 single subject matter programs.

Induction Programs

Staff recommends approval of the following BTSA Induction Programs sponsored by the following local education agencies:

- Dos Palos Oro Loma Joint Unified School District Professional Beginning Teacher Support and Assessment Induction Program
- The Orange County High School of the Arts Professional Beginning Teacher Support and Assessment Teacher Induction Program

Based on the review of responses to the appropriate *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*, the sponsors have been deemed to meet the requirements for approval. Granting program approval to the program sponsors will allow the institutions to begin operation of the respective BTSA Induction programs.